DOCUMENT RESUME

ED 482 481 SO 035 437

AUTHOR	Oakley, Lisa, Ed.
TITLE	Teaching Tennessee History: Lesson Plans for the Classroom. Volume II.
PUB DATE	2001-00-00
NOTE	45p.; Developed by participants of the Annual Teachers History Institute (3rd, Knoxville, TN, June 11-15, 2001). Prepared by the East Tennessee Historical Society. Support provided by Humanities Tennessee; the East Tennessee Foundation; and the Katie Dean Foundation. Volume I of this series was never produced. For Volume III, see SO 035 438.
AVAILABLE FROM	East Tennessee Historical Society, PO Box 1629, Knoxville, TN 37901-1629. Tel: 865-215-8827; Fax: 865-215-8819; Web site: http://www.east-tennessee-history.org/ .
PUB TYPE	Collected Works - General (020) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Civil War (United States); Heritage Education; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; *State History; Student Educational Objectives; *Teacher Developed Materials; Thematic Approach

ABSTRACT

These teacher developed lessons focus on the Civil War's impact on east Tennessee. The forum for develop ling the lessons includes a series of inservice lectures by experts in the areas of Civil War scholarship and interpretation, tours, and hands-on experiences at historic sites in the region. During the week-long program, teachers traveled throughout east Tennessee. They prepared lesson or unit plans using the local heritage experiences gained from their travels. The manual contains 18 lesson plans: (1) "Graveyard Investigation" A Civil War Culminating Activity (Janet Blackwell); (2) "Classroom Debate: East Tennessee Secession or Unionism" (Steve Broyles); (3) "Promote a Community Poster" (Steve Broyles); (4) "Sequencing of Events" (Jane S. Crosby); (5) "East Tennessee Geography: Landforms and the Civil War in East Tennessee" (Scott Dorsett); (6) "Digging Up Our Civil War Past" (Traci Freeman); (7) "Museum of Local Heritage" (Catherine S. Haynes); (8) "Lest We Forget" (Steve Irwin); (9) "Siege of Knoxville" (Sherry G. Johnson); (10) "Oral History of World War II Veterans" (Sandra Johnson); (11) "Tennessee Secession Vote: Election of June 8, 1861" (Scott Linn); (12) "Where Have All the Soldiers Gone?" (Scott Linn); (13) "Story Poem of 'Nettie's Trip South'" (Wanda Mash); (14) "Civil War through Music" (David Neidig) (15) "This Week in the Civil War" (Doris Noland Parton); (16) "Don't You Know Me, I'm Your Native Son" (Pat Swartz); (17) "The Raging War within East Tennessee" (Pam Thomas); and (18) "Living History and the Civil War" (Pam Thomas). The lessons provide objectives/purpose; cite appropriate grade level, time, and group size; include background information; list materials needed; suggest strategies/procedures; and address evaluation/assessment. (BT)

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ED 482 481

Teaching Tennessee History: Lesson Plans for the Classroom Volume II

Developed by participants of the 2001 Teachers History Institute
"The War Within A War: The Hidden Stories of the
Civil War's Impact on Tennessee"

SO 035 437

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This project was funded in part by a grant from Humanities Tennessee, an independent affiliate of the National Endowment for the Humanities

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This project was funded in part by Humanities Tennessee
Additional support provided by:
The Grimes Family Donor Advised Fund of the East Tennessee Foundation, established by Mr. and Mrs. B.W. Grimes
and
Katie Dean Foundation

INTRODUCTION

The East Tennessee Historical Society (ETHS) presented its third Teachers History Institute on June 11 through 15, 2001. It was funded by Humanities Tennessee, the Grimes Family Donor Advised Fund of the East Tennessee Foundation, established by Mr. and Mrs. B.W. Grimes, and the local Katie Dean Foundation. Taking as its theme "War Within A War: The Hidden Stories of the Civil War's Impact on East Tennessee" the program consisted of an intense, in-service series of lectures by experts in a number of areas of Civil War scholarship and interpretation, tours, and hands-on experiences at historic sites in the area. Over the week, the

institute traveled from Knoxville through lower East Tennessee to Chattanooga, and from Knoxville through upper East Tennessee to Greene County.

As a requirement of institute participation, teachers prepared lesson or unit plans using the rich local heritage experiences gained during the institute. Many incorporated the Civil War history they had learned, and some highlighted an emphasis on using family history research as a tool in the classroom (an area addressed during the institute). Not only did the teachers become better equipped to help students understand and appreciate their local community's history and family history, but they also aided the East Tennessee Historical Society as it strives to develop history programming for students and teachers throughout the region.

This manual contains these lesson plans. The institute participants have tested their lesson plans in the classroom. At an evaluation seminar in January 2002, participants discussed and shared their ideas concerning their plans. We hope that teachers across the region will find this manual invaluable in their continuing endeavor to guide students in understanding and appreciating the rich heritage of East Tennessee—its families and communities.

The editor has revised the lesson plans developed by the Teachers History Institute participants. The lesson plans were revised to incorporate the results of the pilot classes and have been made uniform so all the lessons have comparable components and can be used with a broad range of students.

Lesson Plan Titles and Authors

"Graveyard Investigation:" A Civil War Culminating Activity by Janet Blackwell

Classroom Debate: East Tennessee—*Secession or Unionism* by Steve Broyles

Promote a Community—Poster by Steve Broyles

Sequencing of Events by Jane S. Crosby

East Tennessee Geography: Landforms and the Civil War in East Tennessee by Scott Dorsett

Digging Up Our Civil War Past by Traci Freeman

A Museum of Local Heritage by Catherine S. Haynes

Lest We Forget by Steve Irwin

The Siege of Knoxville by Sherry G. Johnson

Oral History of World War II Veterans by Sandra Johnson

Tennessee Secession Vote: Election of June 8, 1861 by Scott Linn

Where Have All the Soldiers Gone? by Scott Linn

Story Poem of *Nettie's Trip South* by Wanda Mash

The Civil War Through Music by David Neidig

This Week in the Civil War by Doris Noland Parton

Don't You Know Me, I'm Your Native Son by Pat Swartz

The Raging War Within East Tennessee by Pam Thomas

Living History and the Civil War by Pam Thomas

"Graveyard Investigation:"
A Civil War Culminating Activity
Submitted by Janet M. Blackwell, Bradley County, Tennessee

Objectives/Purpose: As a culminating activity, students are expected to realize what life was like for a soldier and a civilian during the Civil War period. Students will do a lot of brainstorming and individualized thinking. After discussion and lecture, students will put their thoughts and ideas in the form of a letter. First, students will "rub" or copy gravestones of Confederate and Union soldiers at Fort Hill Cemetery, Cleveland, TN, to help students more fully realize the consequences of war, especially brother against brother. Students will sample Civil War hardtack, jerky and hot water; listen to and learn about some historical incidences (that occurred in Bradley County during the Civil War), and write a letter in the voice of a Civil War soldier.

Grade Level: Fifth Grade

Group Size: 20-25 students divided into groups of two

Lesson Time: 2-3 hours for field trip and discussion plus 2 hours of class time spread over a week to read letters aloud

Background Information: Before the field trip, teach a Civil War unit that emphasizes the following topics: the causes of the Civil War, the famous people of the North and South, the major battles of the Civil War, the life of a soldier, and the importance of the transportation of troops during the Civil War. A Civil War Ballad by Mary Stolz (ISBN 0-06-442088-4) and Family under Fire by Ronald Kidd (ISBN 0-9648140-0-5) can be used for reading activities in order to demonstrate the division of East Tennessee. (Books are available at the East Tennessee Historical Society and AR tests are included here.)

Materials:
1. Bulletin board paper
2. Black crayons
3. Shaving cream
4. Napkins or paper towels
5. One garbage bag
6. Masking tape
7. Hardtack wrapped in cloth (recipe included)
8. Beef jerky (purchased at store)
9. Hot water in thermos
10. Cups
11. Four or five blankets
12. Local historian
13. Civil War tombstones
14. Flour (to dust tombstones to make them more legible)
15. Masking tape (to help hold paper to tombstone)

Strategies/Procedures: Travel to Fort Hill Cemetery by school bus. Before exiting the bus, review with the students the proper cemetery conduct and respect. Explain how to distinguish a Civil War tombstone or gravesite from other time periods. Civil War-era tombstones will have death dates from 1860-1865 but include stones that have an appropriate age for the person to

have served in the war. Stones can also belong to veterans and military ranks may be listed. Exit bus in vicinity of Civil War graves and have students, in assigned groups of two, find gravestones to copy by pressing the paper against the stone and rubbing it with black crayons. Students should copy several tombstones. As students finish etching, gather them on blankets to sample hardtack, beef jerky, hot water. Discuss the reasons soldiers ate this type of food. Allow time for the local historian to speak to the students about the Civil War in Bradley County. Return to classroom for a discussion on the activity and to begin the letter assignment.

Evaluation/Assessment: Upon returning to school, discuss the copies students made at Fort Hill. Include thoughts about the age of the soldier, how he died, what he ate, how he lived and traveled, etc. For homework, students pretend to be a soldier, taking the name from one of the tombstone copies, and write a letter to that soldier's brother or sister at home telling what was happening during the days before the soldier's death. Students should use information gathered from both the speaker and information learned during the Civil War unit. To complete the project, have students read their letters to the class.

Soldiers' Hardtack Recipe

(Recipe copied from Colonial Kids, by Laurie Carlson
[ISBN 1-55652-322-X], Page 77)

Ingredients:

3 cups flour
1 cup plus 1 tablespoon water

Utensils:

Mixing bowl
Measuring cup
Measuring spoons
Rolling pin
Biscuit cutter or drinking glass
Baking sheet, greased with shortening
Fork
Hot broth or warm cocoa

Directions:

Preheat oven to 400 F. Add water to the flour and mix thoroughly to make a soft (but not sticky) dough. Dust flour on the tabletop to keep the dough from sticking. Knead and punch the dough on the tabletop for about 10 minutes. The dough will become elastic, like chewing gum.

Roll the dough out ½ inch thick and cut in circles with a biscuit cutter or the rim of a drinking glass.

Lay the biscuits on the baking sheet. Prick them a couple of times with a fork to keep air bubbles from forming as they bake.

Bake for 7 minutes. Turn the oven down to 350 F and bake 7 to 10 minutes more. The biscuits should be hard as a rock.

Hardtack never spoiled. Soldiers sometimes ate it years after it was baked.

To help soften these up, try soaking them in a cup of hot broth or warm cocoa.

Recipe produces two-dozen 2-inch biscuits.

Accelerated Reading Test
Written by J. Blackwell

A Ballad of the Civil War
By Mary Stolz
Number of Words: 6286
Reading Level: 3.6

1. Jack and Tom were
   *brothers
   friends
   cousins
   neighbors

2. Where had Aaron been sent?
   *'down to the quarter'
   to town to buy party goods
   to the next plantation
   to the North to visit relatives

3. According to Daddy, Aaron was sent 'down to the quarter' because
   *Aaron had gotten uppity
   Aaron needed to finish work there
   Aaron's family was waiting for him
   Aaron's mama was sick

4. According to Father, a notion was
   *anything he didn't approve of
   a fresh thought or idea
   a trick to fool the master
   something to play with

5. What did Colonel Sparklehoff give the twins for their birthday?
   *British toy soldiers
   drums
   hobbyhorses
   jack-in-the-boxes

6. What did Tom and Jack do with most of their birthday toys?
   *gave the toys to the slave children
   stored the toys away
   sold the toys in town
   returned the toys to their owners

7. What toy did Tom want to give Aaron?
   - *a red and gold drum with tassels
   - a set of toy soldiers
   - a big, red kickball
   - a special puppet

8. What gifts did the boys receive for their tenth birthday?
   - *real horses
   - a servant to wait on them
   - new party clothes
   - new hunting rifles

9. What did Jack always want to be when he grew up?
   - *a soldier
   - a plantation owner
   - a horse trainer
   - a wealthy merchant

10. Who did Tom find at the side of the road?
    - *a wounded Reb soldier
    - his brother Jack
    - Aaron
    - a Union doctor

Accelerated Reading Test
Written by J. Blackwell

Family under Fire
By Ronald Kidd (ISBN 0-9648140-0-5)
Number of Words: 9580
Reading Level: 5.3

1. This story takes place in
   *Chattanooga, TN
   Knoxville, TN
   Philadelphia, PA
   Atlanta, GA

2. The first attack on Chattanooga began from
   *Stringer's Ridge
   Missionary Ridge
   Walden Ridge
   Lookout Mountain

3. The Baldwin's hid food
   *in the attic
   under the front porch
   in the outside shed
   in the back of the kitchen pantry

4. What food did the soldier who entered without knocking take from the Baldwin's house?
   *a chicken from the backyard
   bread from the kitchen
   the food stored in the attic
   the food that had been cooked for the day

5. Cousin Charles's wound was on his
   *neck
   leg
   arm
   chest

6. Who won the Battle at Chickamauga?
   *the Confederacy
   the Union
   the Federal soldiers
   Ulysses S. Grant

7. The Baldwin's fence was taken away to
   *build a fort
   burn for fires
   make ambulances to carry wounded soldiers
   make paths for wagons to travel on

8. Whose leg did Dr. Baldwin treat?
   *General Ulysses S. Grant's
   Abraham Lincoln's
   General Joseph Wheeler's
   General Thomas's

9. Who did Billy meet in the shadows by the riverside?
   *Lucas
   Cousin Charles
   Jacob
   Ulysses S. Grant

10. Who won the Battle of Missionary Ridge?
    *the Union army
    the Johnny Rebs
    the Confederacy
    Robert E. Lee

Promote A Community - Poster

Submitted by Steven A. Broyles, Washington County, Tennessee

Purpose: During a unit on state or county history this lesson will help students understand his or her own community and the variety of places to visit close to home. This lesson will also help students and community come together in an effort to create heritage awareness.

Objective(s):

I. Students will choose a community or town.
II. Students will learn interviewing skills.
III. Students will identify and research historical sites and events.
IV. Students will write correctly written letters to community leaders, organizations, newspapers, etc.
V. Students will make a poster promoting a community (town).
VI. Students will present posters to classmates and community.

Grade Level: Fifth-Eighth Grade

Group Size: 10-25 students

Lesson Time: This lesson is designed to last the complete year.

Background Information: Community projects of this nature usually are attempted without a lot of background information. Projects similar to the community poster project have been completed in a few East Tennessee schools. South Central Elementary in Washington County undertook a community-building project in 2000. Baileyton Elementary in Greene County is currently completing a community poster project for Tennessee History's last year in the curriculum.

Students could be shown an example from a school that has completed a project like this. This will give the students an idea of what to do and how to go about getting it done. Videos from local residents can also be shown to teach the students about gathering information from the elderly. Newspaper articles depicting local historical sites and events can be used. East Tennessee preservation videos give examples of community projects that occur locally.

Materials: poster board, tape recorder, envelopes, stamps, local maps, markers, scissors local newspapers, local history books, pictures

Strategies/Procedures:

I. Students need to choose a community/town early in the year.
II. Each student or pair will write a letter to a community leader or organization. These letters should explain the project and ask for assistance from the community. The class as a whole can send a letter to the local newspaper. The best paper written is sent to the newspaper.
III. The student will interview at least two members from their respective communities. The teacher needs to set aside a day to teach interviewing skills with the class. Mock interviews work well with students.
IV. The students will research local libraries and newspapers for information about their communities.
V. When each student or pair has collected enough material they may begin creating their community poster. The posters should include community names and descriptions under each picture.

VI. After the posters are finished the students may present their posters to the rest of the class. The posters should also be placed where the community has an opportunity for viewing.

VII. Thank you letters should be written for anyone who contributed to the project.

Evaluation/Assessment:

1. Students will complete an essay explaining how they came about gathering information and their favorite part of the project.
2. Students will design a heritage trail map of their community.
3. Students will survey two members from their community asking about their feelings on the project and historic preservation.
4. Students will list at least three things they would do to improve their community if they had the power to do so.

Author's Evaluation: This lesson is designed to incorporate different subject areas into one. Students should be evaluated on all subject areas that are used. This lesson will encourage the students to become aware of their surroundings in their own community. The teacher should evaluate emotional changes in the student's attitudes towards their community. This is a community-building project that will strengthen the minds of the students as well as the community.

Classroom Debate: East Tennessee—*Secession or Unionism*

Submitted by Steven A. Broyles, Washington County, Tennessee

Objectives/Purpose: Students will be able to discuss reasons why East Tennessee varied on issues leading to secession prior to and during the Civil War. Students will identify how each county voted for secession and how slave population percentages varied across the state. Students will also research significant advocates for unionism and secession.

Grade Level: Seventh-Twelfth Grade

Group Size: Variable

Lesson Time: The time of the lesson will depend on the amount of time the teacher has in that particular area of history.

Background Information:

Vocabulary

Unionism-the principle or policy of adhering to a union; adherence to the policy of a firm federal union prior to or during the U.S. Civil War

Secession-a formal withdrawal; the withdrawal of the thirteen southern states from the Union at the start of the Civil War

Significant advocates for Unionism in ET	Significant advocates for Secession in ET
William G. "Parson" Brownlow	Landon Carter Haynes
Andrew Johnson	J. G. M. Ramsey
Horace Maynard	Austin Perry
Oliver P. Temple	Major Thomas Lyons

East Tennessee has a history of being diverse from the rest of the state.

*1830s--Andrew Jackson would not support transportation in East Tennessee fearing loss of business opportunity for the people and places in East Tennessee

*1841--a resolution was introduced for East Tennessee to separate from the rest of the state

*1861--East Tennessee voted to reject secession; roughly 15,000 voted for secession and approximately 35,000 voted for unionism. Middle and West Tennessee dominated the final decision with a majority voting for secession.

Reasons for supporting Unionism in East Tennessee:

1. Farming/Slavery

* Slavery not equally distributed across the state
  - East Tennessee slave ratio—one slave to every twelve whites
  - Middle Tennessee slave ratio—one slave to every three whites
  - West Tennessee slave ratio—three slaves to every five whites
* East Tennessee was mountainous-a limited need for slave labor
* Self-sufficient system of farming-Why fight for a government that wants big plantations?

2. Society/Politics/Economics

* Socially split
* Agricultural and economic diversity-wealthy plantation owners opposed to small farms
* East Tennessee looked at federal government in support of democracy
* East Tennessee looked at confederate government as representative of planter aristocracy
* In September 1863 the Union army "liberates" Knoxville
* Lincoln's Homestead Act and Internal Improvement Plan-railroad
* 1862 First Draft Act instituted by the Confederacy
* Heritage of family fighting at Kings Mountain

Reasons for secession in East Tennessee:

*Free labor ideology
*Afraid of losing "King Cotton"
*Nashville & Chattanooga Railroad has money ties because of farming products being shipped south
*Community and family ties
*Don't kill your own countrymen-Lincoln's call for 10,000 Tennesseans to quell rebellion
*Homeland being invaded
*1862 First Draft Act instituted by the Confederacy
*Don't turn back on state
*Federal government does not represent interests of Southern states

Materials:

1. Divided loyalties map—available through ETHS
2. Slave population maps—available through ETHS
3. Artifacts
4. Egg timer

Strategies and Procedures: Introduce the lesson to the students and provide a motivational strategy. Recall the definitions for secession and unionism. List the local key advocates to illustrate how the people of East Tennessee were caught up in a debate over unionism or secession. Discuss the many reasons East Tennesseeans had to support either secession or unionism. Why was East Tennessee different from the rest of the state and South? Why was East Tennessee pro-union? Why were Middle and West Tennessee pro-secession?

Assign teams to a chosen debate topic either in support of secession or unionism in East Tennessee. Discuss the procedures of the debate. The teacher should allow students to review the assessment outline. Teams need to cooperate and choose key speakers, such as a representative of the Union and Southern causes and a moderator, to speak during the debate. Teams will research more information to discover why they favor or disfavor the issue of secession in East Tennessee. Have them research the key advocates for the causes. Encourage each team member to present information to support his/her chosen belief. Debate!

Evaluation/Assessment: Consider these questions: Were the main arguments supported and researched? Did the teams present the argument well? Were the arguments logical and reasonable? Were the teams able to respond to the challenges of the opposition? Did the speakers display confidence in their arguments and present facts in a firm voice? Did the teams cooperate and provide logical responses?

Author's Evaluation: I believe this is one of most interesting topics to discuss about East Tennessee history and the project works well. The students need to know the information that they're going to be debating over. East Tennessee hosts Civil War reenactments that are open to the public. Encourage your students to look into local historical events. Students need to be encouraged to research their family past, to see if their family was caught in the debate. They need to be inspired to want to know what side their family took during all of this. A sample of sources to help you and students understand the topic: A. Christine Tipton, *Civil War in the Mountains*; Noel C. Fisher, *War at Every Door*; Digby Seymour, *Divided Loyalties*. All books are available at the East Tennessee Historical Society museum store. Get out and visit East Tennessee historical sites.

Sequencing of Events

Submitted by Jane S. Crosby, Cocke County, Tennessee

Objectives/Purpose: Students will select important dates/events from a specific time period. Students will draw a symbol representing that date/event to stimulate their creativity, and they will arrange these symbols in correct sequence on a timeline. Students will display, discuss, and explain their timeline. To complete this activity, students will choose an event from their timeline and role-play this event.

Grade Level: Eighth Grade

Group Size: 30 Students

Lesson Time: Introduce this lesson during a three to four week unit on the Revolutionary War, or any other period in history. Alternate lecture days with group activity days.

Materials:

1. American History Text
2. Tennessee History Text
3. *Tennessee Blue Book*
4. Samples of various kinds of timelines
5. Show creative symbols, which will spark their own creativity

Strategies/Procedures: Begin by dividing the class in half. Half will work with dates/events in American History, and the other half will work with dates/events in Tennessee History. Then divide each half into 3 groups of 5 students. Give each of the three American History groups one of these dates: 1) 1745-1775; 2) 1775-1783; 3) 1776-1790. And give each of the three Tennessee History groups one of these dates: 1) 1760-1775; 2) 1775-1783; 3) 1783-1800.

Have each group select any number of dates/events from their time period. Make a rough draft of their dates/events with an appropriate symbol for each. Then arrange each date/event with the appropriate symbol on a timeline with 4 dates/events above the timeline and 4 dates/events below the timeline, or simply divide the paper into equal parts and put dates/events into each part in correct sequence. Color in dates/events and symbols. Finally, have the students display, discuss, and explain their timeline before each group role-plays a chosen event from their timeline.

Evaluation/Assessment: Students are to be evaluated throughout the unit. Through their class participation and contributions, their timelines, presentations, and role-play, each activity will help in evaluating the students' comprehension and understanding of historical dates and events.

Author's Evaluation: The purpose of this activity is to enable students to sequence events, and it enables them to visually tie together American and Tennessee History during a specific period. Now they can "see" how national and regional events relate. It is an excellent way to reach all students by letting them express themselves artistically and, at the same time, have them relate historical facts.

A Museum of Local Heritage

Submitted by Catherine S. Haynes, Sevier County, Tennessee

Objectives/Purpose: The students will gain an awareness of significant local historical events and history of the local culture by way of research. Interviews with relatives, close friends or neighbors and a collection of items associated with the area's history will become part of a temporary classroom mini-museum.

Grade Level: Seventh Grade (adaptable to other grade levels)

Group Size: 25-30 students (may vary)

Lesson Time: 3 class sessions

Background Information: This lesson is part of an overall unit plan in which literature, world geography, and local history are integrated. The students will have researched their family trees and completed a study of European settlement in the developing United States, keeping in mind that all students do not necessarily have European ancestry. A novel of local flavor will have been read, discussed, and related to the local culture (an example for the Appalachian region: Where the Lilies Bloom).

Materials:

1. Local or school library with materials concerning local history to aid with research
2. People who have lived in the area for many years as a resource for interviews and for items/artifacts to be used as part of the student-created museum
3. A large index card on which condensed research information will be recorded and displayed with the item in the museum

Strategies/Procedures: The first day each student will research and take notes on a personally selected local historical event, unique custom, or cultural activity. Consideration of an event or custom and a related item should be encouraged at an earlier date. Homework assignment: Bring item and notes from any interviews conducted. Next class session, prepare condensed information on large index card and set up display. On the last day, present artifact for mini-museum to class. Note: Secure items to avoid excessive handling and theft.

Evaluation/Assessment: Students will submit library notes on local historical events for a completion grade. Each student will be evaluated for presentation of an item and a completed display card.

Author's Evaluation: I found that some students had a difficult time coming up with an item related to local heritage. This was because I had some students who were relatively new to the area, and some were residents at the Smoky Mountain Children's Home. In these cases, I encouraged students to research an event in the county's history and bring in an item that "represents" that event (Example: a brick could represent the rebuilding of the courthouse after it burned.)

Lest We Forget

Submitted by Steve Irwin, Chattanooga, TN

Objectives/ Purpose: The goal of this project is to have students appreciate the importance of recording history. By creating interview questions and learning interview techniques they will gain a deeper understanding of the role those of previous generations played in the history of our country. The booklet created will help to preserve the information collected. Students will choose an appropriate person to interview and create a list of interview questions. Students will conduct an interview, analyze the interview information and write an essay. Students will construct a book of essays to be presented to fellow students and those interviewed.

Grade Level: Eighth Grade

Group Size: Variable

Lesson Time: One month duration. Set aside one 50-minute class period for in class introduction.

Materials:

1. Paper and pens
2. Cassette recorders
3. Video cameras
4. E-mail

Strategies/Procedures: Students will determine if they have a family member who is or has knowledge of a veteran of the American Revolution, the Civil War, WWI, WWII, the Korean Conflict, the Vietnam War, or Operation Desert Storm. If there is no one in the family who fits that description, a student should try to find someone in their church or neighborhood. If all else fails, they should contact a retirement community or veterans' organization. Students will be instructed to record all information such as directions to interview site and when and where the interview appointment is to take place. Students will do background reading and research about the historic era during which the interviewee lived or in which time frame the stories took place.

Students will formulate and record interview questions using the 5 W's (Who? When? Where? What? Why?). They are also encouraged to write several second stage questions that will encourage the subject to expand and explain his/her feelings and ideas. These questions will encourage the subject to dig deeper into the stories to explain why things happened and how they relate to other events. Finally, students will offer the subject an opportunity to talk about the "big picture" by discussing what was good or bad, important or less important. The subject will be encouraged to make conclusions.

Students will write thank-you letters to those people whom they interviewed. If a student has recorded the interview, he/she will make a transcript of the interview.

Evaluation/Assessment: From the interview, the student will choose one to three segments that are particularly interesting, humorous, or moving and write a short story in narrative form. The student is now the bearer of history. Students will choose the best or most interesting stories to be included in a compiled booklet entitled *Lest We Forget.*

Author's Note: This lesson is a joint project between the Social Studies and English departments. The English teacher evaluates the interviewing techniques, question formulation, grammar, and spelling, while the Social Studies teacher does the archival and historical information.

The Siege of Knoxville

Submitted by Sherry G. Johnson, Knox County, Tennessee

Objectives/Purpose: Students will describe life in Knoxville during the Civil War years by studying an historical primary document from Knoxville during the Civil War.

Grade Level: Fourth and Fifth Grade Talented and Gifted

Group Size: 8-10

Lesson Time: 2 one-hour sessions

Background Information: Prior to this lesson, students need to be aware that families and neighbors were often of opposing viewpoints concerning the Civil War. They need to understand the causes of war in general and particularly the Civil War and its impact on East Tennessee.

Materials: *A Very Violent Rebel- The Civil War Diary of Ellen Renshaw House* edited by Daniel E. Sutherland (available at the East Tennessee Historical Society museum store).

Strategies/Procedures: Students will be assigned to read a portion of *A Very Violent Rebel: The Civil War Diary of Ellen Renshaw House.* They will answer the following essay questions:

Was Ellen a Union or Confederate sympathizer?

How did Ellen spend most of her time?

How was Ellen affected by the events going on around her?

The class will discuss the questions.

Evaluation/Assessment: Student essay questions will be evaluated for clarity and thoroughness of answers and understanding of the reading.

Author's evaluation: Since we only meet once a week, I had to assign this as an outside-of-class assignment. The students complained about having homework, but admitted during the class discussion that they liked reading firsthand accounts of historical events. If I do this lesson again, I will extend it over a longer period of time and complete it in class.

This lesson could be extended to include a field trip to various locations mentioned in the diary.

Oral History of World War II Veterans

Submitted by Sandra Johnson, Campbell County, Tennessee

Objectives/Purposes: Students will appreciate knowing about historical events and meeting the people who lived through them. Students will become more aware of the involvement of Tennessee and the nation in World War II through reading and writing assignments.

Grade Level: Seventh Grade

Group Size: 25-30 students

Lesson Time: 2 weeks for background lectures, readings, essays, etc.

Background Information: The students will research two areas of background information in preparation for the interview project. The students will write a three to five page essay on the topics of The Great Depression and Franklin D. Roosevelt's New Deal. The essays will be followed up with teacher lecture on the subjects. Students will also complete in-class activities related to the two topics. The teacher will complete a mini series of lectures on World War II. These lectures will clarify:

- What was happening to the allies at the beginning of the war?
- What was the Holocaust?
- What was Lend-Lease?
- What happened at Pearl Harbor?
- How did American life change during World War II?
- Why did the United States drop the atomic bomb on Japan?

The teacher will model an oral interview by interviewing, in the classroom setting, a guest speaker who is a World War II veteran.

Materials:

1. Several copies of seventh and eighth grade history books to use as resource material.
2. Vivian Berbstine's *America's Story;* Chapters 12, 13, and 14 for resource material.
3. An Internet site list to which the students will contribute.
4. Audio recording equipment.
5. Video recording equipment.
6. A&E videos on The Great Depression and World War II.
7. Library resources.
8. A student compiled movie list.
9. Outline notes for project.

Strategies/Procedures: Assign essays on The Great Depression and the New Deal. Classroom materials are suited for resource students. Using classroom materials, hold a classroom discussion on the topics of the Great Depression and the New Deal.
Complete classroom activities:

**Role-play*: Newspaper reporters having press conference with President Hoover regarding the immediate causes and effects of the depression. President Hoover will discuss his plans to solve the problem.

**Chart completion*: The teacher and the students will complete together a chart of the ten major New Deal Programs and classify each of the programs using the three goals of RELIEF, RECOVERY, and REFORM.

Complete a mini series lecture on WWII. The students will complete a teacher-made testing tool to assess comprehension. Model an oral interview between the teacher and a WWII veteran in

the classroom. The students will complete an oral interview. Presentation of the interview can be written with an oral presentation to the class or video presentation.

Evaluation/Assessment: The student essays will be evaluated on content and presentation. Participation in classroom activities related to the project is important. Quizzes and test will be graded. Final project will be evaluated for following outline instructions and the presentations of the finished project.

Author's Evaluation: I tried to help my students find someone to interview that they knew or were related to. This seems to make the project more valid and meaningful for the student. I also encouraged parent involvement. This project can be very rewarding when taken in small steps with small groups.

GUIDELINES FOR ORAL HISTORY PROJECT

A. Introductory paragraph telling how you know or are related to the interviewee.

B. A paragraph or two briefly describing the interviewee's background:
   1. Where and when born.
   2. Size of family born into.
   3. What the interviewee's parents did for a living.
   4. The interviewee's educational background.
   5. What the interviewee did after the war (work, school, etc.)

C. Questions should be answered in complete sentence form. No yes or no answers. Your interview should be presented in paragraph, or story, form.

D. Sample Questions:
   1. What was it like growing up in the 1930's?
   2. What do you remember most about the depression?
   3. Can you describe the most difficult thing you had to deal with during that time of your life?
   4. Where did you go to school?
   5. What kind of extracurricular activities were you involved in?
   6. Did you work to help support your family?
   7. How old were you when the war began?
   8. Were you aware of things that were happening that led to the beginning of war?
   9. How many of your family and close friends were in active military service?
   10. Was there ever a time you felt that it had been a mistake for the United States to become involved in the war? If so, what made you feel that way?
   11. Did you join the military or were you drafted?
   12. What branch of service were you in?
       - Students may ask questions they feel necessary to understand the specific branch of service the interviewee served in.
   13. If you enlisted, what was your motive for choosing the branch of service you enlisted in?
   14. Were you married when you were serving in the war?
   15. Where did you do your training?
   16. What do you remember most about basic training?
   17. Where were you sent after basic training? How did you get there?
   18. Can you describe the living conditions? How was the food?
   19. Did you get very much free time? How did you spend your free time?
   20. Did you see combat? If so, Where?
   21. Did you ever come close to getting wounded?
   22. Were you ever scared?
   23. Do you remember the moment that you found out that the war was over?
   24. Do you remember the moment that you found out you were going home?
   25. Did you already have plans for what you would do after the war?
   26. Did you take advantage of the GI Bill?
   27. Did you make friends in the military that you have kept in touch with through the years?
   28. How did your service during the war change you? Would you do it again?
   29. What would you hope the present generation might gain from your experiences during World War II?

E. Pictures:
   If you get pictures to use as part of your project get copies of the pictures, as we do not want to damage or lose any of these precious memories. You may take pictures of the interviewee with any metals, uniforms, or mementos.

F. Presentation: Present project in a folder with sheet protectors.
   Oral Presentation: 10-15 minutes; Video Presentation: 20-30 minutes

Tennessee Secession Vote: Election of June 8, 1861

Submitted by Scott Linn, Anderson County, Tennessee

Objectives/Purpose: Students will complete a thematic map of Tennessee counties, showing support for or against Tennessee secession. When completed, the map will clearly reveal the division between West and Middle Tennessee in comparison to East Tennessee.

Grade Level: Fourth-Twelfth Grade

Group Size: General class size

Lesson Time: One to two class periods, depending on the size and strength of the class.

Background Information: The Tennessee Legislature rejected secession in February of 1861. However, after shots were fired on Fort Sumter, South Carolina in April of 1861 many Tennesseans, particularly those in West and Middle Tennessee, began to call for secession. The question of secession was put to the voters of Tennessee on June 8, 1861.

Materials:

1. Data Sheet: Results of Election of June 8, 1861 by counties{contact ETHS for copies}
2. Map of Tennessee counties, 1860 {contact ETHS for copies}.
3. Colored pencils. (red, orange, yellow, blue)
4. Ruler

Strategies/Procedures: Hand out the data sheet and map to students. Discuss the results of the election with students. Do they see any trends? Where were the counties with the highest/lowest percentages? Why? Teachers may want to break down information from their particular county. For example, the population of Anderson County in 1860 was 7068, with 1168 voters. While 20 residents owned slaves, slightly less than 2% of the families, 7% of Anderson County voters voted for secession. What does this tell us?

Explain that a thematic map shows one piece of information, in this case the support or lack of support for secession by county. After giving the map a title, discuss how to divide the numbers (percentages) and what colors to use in the key. A key with four colors works well. The key should then be completed by the class, with the teacher putting the information on the board.

RED	100%-75%
ORANGE	74.9%-50%
YELLOW	49.9%-25%
BLUE	24.9%-0%

Next, have students look at the data sheet and put a small, appropriately colored circle next to each county. For example in West Tennessee, Shelby->Benton would have a red circle, McNairy orange, and Henderson->Decatur yellow. This will help cut down on confusion and allow them to color the map more quickly. To calculate your own percentages for Putnum, Union, and Cumberland Counties, average the counties they voted with, or in the case of Cumberland County how surrounding counties voted. Have students carefully color the map.

Evaluation/Assessment: Discuss with students the significance of the map and what it tells us about Tennessee. While the numbers themselves point to the division of

Tennesseans, the data on the completed map really "jumps out." How did this effect Union/Confederate strategy in Tennessee? Did East Tennesseans call for a separate state, as those in Western Virginia did?

Grade the map on neatness, clarity, and whether counties are colored appropriately.

Author's Evaluation: This lesson can be a great lead-in to teaching the Civil War. Not only were Northerners and Southerners at odds, but people within the same state! Also, numbers don't have the effect that a map has, and this lesson really helps students to "see" the division in our state.

Where Have All the Soldiers Gone?

Submitted by Scott Linn, Anderson County, Tennessee

Objectives/Purpose: Students will use primary sources to infer why certain regiments sustained high, or low, casualty rates.

Grade Level: Eighth-Twelfth Grade

Group Size: Students will work in groups of 3-5, but the background information and instructions may be presented to the class as a whole.

Lesson Time: 50 minutes

Background Information: A number of regiments suffered extraordinarily high casualty rates during the Civil War. Since most regiments were comprised of men from the same or neighboring counties, this effect could be particularly hard on a town. For example, a regiment out of Clarksville, Tennessee left with 960 soldiers and returned two years later with only 4 alive. When faced with numbers that stark one must ask, "What happened to those soldiers?"

Materials:

1. A number of primary sources can be used:
2. A regiment's muster-in/muster-out
3. Death statistics from a battle
4. Newspaper articles on diseases that afflicted soldiers
5. Prison records
6. Diaries

Strategies/Procedures: Students will be given data on when and where soldiers died. The teacher's main goal should be to encourage the students to infer, through higher level thinking, how or why these soldiers died. Students should be able to answer questions, but also come up with questions and possible answers, themselves.
Example of questions and answers:

1. How did 127 soldiers die in "boot camp?"
   Disease. Many soldiers had never been exposed to so many different people. Measles and chicken pox took their toll, and the unsanitary conditions in camp caused diarrhea and dehydration, which killed many more.
2. What happened in early April of 1862 that killed 207 soldiers in the regiment?
   Battle of Shiloh

Evaluation/Assessment: Students will be in groups of 3-5 and share their inferences as well as their questions and answers with the class. There are no right or wrong answers, but students should be able to support their answers. They are "digging" for answers just as historians must do.

Story Poem of *Nettie's Trip South*

Submitted by Wanda Mash, Knoxville, Tennessee

Objectives/Purpose: Students will become familiar with the pre-Civil War South and gain an understanding of various views of slavery. Students will be introduced to the three-fifths compromise.

Grade Level: Fifth-Eighth Grade

Group Size: 20 or more

Lesson Time: 45 minutes or longer

Background Information: Teachers should familiarize themselves with the text of *Nettie's Trip South* as well as the historical context for a study of slavery.

Materials:

1. A printed copy of the text of Nettie's Trip South for each student
2. Sentence strips – at least 3 for each student
3. Markers for writing
4. Masking tape

Strategies/Procedures: Give each student a copy of Nettie's Trip South and have them read the handout. Have each student read the handout for a second time—this time underlining at least 6 words or phrases that the student thinks stand out in the story. Assign students to a group of 4 or more. The group should discuss the words or phrases each student in the group selected. Then have each student eliminate 3 of his/her selected words or phrases. Each student will copy his/her 3 remaining selected words or phrases on the sentence strips (one word or phrase per strip). Let the group combine all the strips together to form a story poem. The poem may be displayed on a classroom wall or board. Each group selects one member to read aloud the group's poem to the entire class. The class can discuss what phrases show up most often and why.

Evaluation/Assessment: The class will discuss what three-fifths of a person means. The students will list and discuss the ills of slavery. The class discussion on slavery and the pre-Civil War South can be as extensive as the instructor wishes.

Nettie's Trip South
By Ann Turner

Dear Addie,

You said, " Tell me about your trip South; tell me everything." If we sat in our apple tree and I told you all, we would be here 'til the sun set. But these are the things I remember most; and though I'm only ten, I saw slaves, I saw the South.

Mother and Father waved good-bye, the buggy creaked, I in my new furs too excited to cry, and Sister Julia, grown-up at fourteen. Brother Lockwood shouted directions and orders, excited to be in his first newspaper story. Father said, "Go, all of you: War may come soon, and this is your chance to see the South."

I admit I jumped. I admit I screamed – a little when the train chuffed and puffed and hooted into the station, my first train ride ever. Lockwood sat back and pretended to be calm but Julia and I bounced and twittered until our lace collars scratched our chins.

Addie, I was so worried I was almost sick. Julia told me slaves are thought to be three-fifths of a person. It's in the Constitution. I'd never seen a slave and wondered, what were they missing? Was it an arm, a leg, a foot or something inside?

I couldn't ask Lockwood, he has such a sharp tongue, and Julia was busy being grown-up, so I kept my worry to myself all the way south on the train, across the Chesapeake Bay. I looked at black people, but I could not see what was missing.

I stayed in my first hotel in Richmond. I asked our black maid, "Are you a slave?" She nodded and said, "Tabitha's my name – don't have no other."
Like a cat or a dog, Addie, with only one name. I looked and looked but she had a nose, two eyes, a mouth, two arms, and though I could not see her legs, I saw her feet under her skirts. I sighed then and Tabitha opened the windows; a sweet cedar smell rushed in. She sniffed and said, "There's the smell of the South, Missy."

Next day, Brother took us on a buggy ride to a near plantation. Trees were like old men with tattered gray coats, and the sun pressed down on our heads. Sister Julia

was thirsty and asked a boy for water. His face was so black and round and fierce, it could've been fired from a cannon in war. I saw where he got the water. There was a shack rundown with heaps of rags in the corner, I think for beds, and a grandfather with his legs every which way lying on the rags. Everyone smiled and nodded 'cept me. Some animals live better, Addie

The cedars didn't smell so sweet that night, and the smell go in my nose as Brother walked and talked all that week. On Saturday we went to town and stopped on a street by a green gate.

A red flag outside said, " Negroe Auction Today." I didn't want to go, Addie, but Brother said he had to see it for his story, pulled us in, and sat us down.

There was a platform. There was a fat man in a tight white suit. There was a black woman on the platform. "Jump, aunt, jump!" the man shouted. Someone called out a price and she was gone. GONE, Addie, like a sack of flour pushed across a store counter.

There was a man with a face like the oak in our yard, all twisted, and he ran and jumped and was sold. And two children our age clasped hands but were bought by different men, and the man in the white hat had to tear them apart.

I threw up, Addie, right there with all the men and ladies about. They stepped aside and put their handkerchiefs to their noses. I wanted to cry, "I'm not what smells!" But Brother took us home; walked so fast I knew he was mad.

He made me lie down to rest while he and Julia packed our bags. I heard him say, "I've seen all I need to see!" We left, the sweet cedar smell still blowing in the wind, the sun like a warm hand, and Tabitha waved from the doorway and told me to wear my furs.

Addie, I couldn't wear my lace collar, I felt so raw and ill. We came home to the white and the ice. Julia won't talk of what we saw but Brother makes up for that. When you come in June, we will climb the apple tree to our perch and I will tell you all I saw.

Addie, I can't get this out of my thoughts: If we slipped into a black skin like a tight coat, everything would change. No one would call us by our last name, for we

would not have them. Addie and Nettie we'd be, until we were worn out and died. When someone called, we'd jump!

We could not read in the apple tree with the sun coming through the leaves, for no one would teach us to read and no one would give us a book.

And Addie, at any time we could be sold by a fat man in a white hat in a tight white suit and we'd have to go, just like that.

Dear Addie, Write soon, I miss you and I have bad dreams at night.

Love,
Nettie

The Civil War Through Music

Submitted by David Neidig, Oak Ridge, Tennessee

Objectives/Purpose: The students will listen to songs of the Civil War and discuss the ways in which popular songs mirrored the attitudes and feelings of the soldiers. Throughout the lesson the students will be asked to critically evaluate the songs, relate the songs to historical events, and demonstrate understanding of the data through discussions. And hopefully, they will enjoy the music!

Grade Level: Fifth-Eighth Grade. Currently the Tennessee Department of Education has placed the standards relating to the Civil War in grades 5 and 8. See the Tennessee social studies curriculum framework for process standards and accomplishments on the department website: http://www.state.tn.us/education.

Group Size: 25

Lesson Time: This lesson may be taught in one 45-minute session. Two and maybe three 45-minute sessions would be preferable.

Background Information: A general knowledge of the Civil War will be helpful to the teacher; however, information necessary for this lesson is included in the introductions to songs in the section below on strategies/procedures.

After being introduced to the Civil War, share with the students that many of the attitudes and feelings of Americans—Unionist and Confederate—were reflected in the music of the day. Soldiers wrote and sang of their experiences, while wives and children at home gathered in churches and parlors to sing the songs that gave them comfort, hope, and joy.

In this lesson, students will be introduced to the general moods of the country as the war progressed through various stages. For purposes of organization, songs can be grouped in seven arbitrarily designated categories: 1) Patriotic Exuberance, 2) Soldier's Life, 3) African-Americans, 4) Glorious War, 5) Love/Homesickness, 6) Religion, 7) The End.

There are, of course, many songs from which to choose. I have tried to pick songs for which lyrics and recordings are easily obtainable.

Materials:

1. Class sets of selected lyrics found on the following websites:
   http://womenhistory.about.com/library/etext/bl_howe_battle_hymn.htm
   http://www.modempool.com/mrsabe/cwsongs.html
   http://www.oremus.org/hymnal/r/r025.html
   http://gbgm-umc.orgUMhistory/Wesley/hymns/umh550.stm
   http://www2.tsixroads.com/Corinth_MLSANDY/song15.html
   http://users.erols.com/kfraser/confederate/songs/index.html
   http://users.erols.com/kfraser/union/songs/index.html
2. Bobby Horton has recorded many of these songs on his *Songs of the Union Army* and *Songs of the C.S.A* volumes (cassette and CD). They are reasonably priced at the East Tennessee Historical Society or http://www.ntantet.net/nta/music.html.
3. If recordings are used, a CD player or audio cassette player for those recordings will be needed.
4. Teacher Resources: A great overview of the Civil War in Tennessee is available by Thomas L. Connelly, The Civil War in Tennessee. For information regarding African-Americans in the Civil War, see The Negro's Civil War by James M. McPherson.

Strategies/Procedures: The general format for this lesson will be for the teacher to introduce briefly each category, have the students read the lyrics, possibly play a recording, or sing at least one song from that category. After reading the lyrics or listening to the song, students should be guided to discuss how those songs mirrored what was going on in the lives of the people at that time. What can be learned from the words of the song about society, army life, or attitudes and feelings on various issues? Compare and contrast life then, as portrayed in the songs, with life now. Can you discover any clues as to the causes of the Civil War? Or can you discover why particular soldiers might be fighting? Are there similar events and situations, politically and socially, in the world today? Discussions might be encouraged as to how the students think they would feel in similar circumstances. Repeat format with each category.

Patriotic Exuberance: The Civil War in East Tennessee, as elsewhere, began with a patriotic exuberance! In 1861, Gay St. in Knoxville hosted recruiting stations for both armies at opposite ends of the streets. It was a carnival atmosphere. Soldiers went off to war to the sounds of brass bands, and wearing cockades made by the ladies. Regiments were presented with flags amidst cheering and handkerchief waving crowds. Both sides expected a short exciting war, and many young volunteers didn't want to miss it!

John Brown was considered a dedicated patriot by the abolitionists of his day. Many Southerners deemed him a lunatic and an outlaw. He fought to keep slavery out of Kansas in 1856; however, he is best known for his attack on the arsenal at Harper's Ferry, Virginia in 1859. His plan, considered shaky at best and foolish by many, was to capture the arms and ammunition at Harper's Ferry and lead the slaves in a mass insurrection ending in the total abolition of slavery. He expected thousands of slaves to flock to his lead. His plan received little support. U.S. soldiers led by Col. Robert E. Lee caught Brown and his small army. They were tried and a number, including John Brown, were hanged. Many Southerners considered this justice, while in the North, church bells tolled on the day John Brown was hanged.

Songs:
Northern: *John Brown's Body; The Battle Cry of Freedom; Battle Hymn of the Republic*
Southern: *Dixie's Land; Bonnie Blue Flag*

Soldier's Life: Before long many of the recruits came to realize that a soldier's life was not always easy or pleasant. They constantly complained about the food (often salt pork and hardtack), the marching and counter-marching, drilling, and the ever-present graybacks (body lice).

Songs: *The Graybacks So Tenderly Clinging; Goober Peas (Southern); Hard Tack; Here's Your Mule*

African-Americans: The debate continues as to whether or not the Civil War was fought over the issue of slavery. Jefferson Davis said that the "cornerstone of the Confederacy" was slavery. The political battles preceding the Civil War certainly focused on the issue of slavery, as well as the aftermath of the Mexican War and the debate over admitting new states as pro-slavery or free states, the Fugitive Slave Law of 1850, the Wilmot Proviso, the Free Soilers versus the Border Ruffians fight in Kansas during 1856, much of the Lincoln-Douglas debates of 1858, and the presidential election of 1860. Before and during the first year or so of the war, the South proudly proclaimed slavery as a "positive good" and something that was ordained by God. This was not popular with foreign powers such as Great Britain and France. The South came to recognize the fact that slavery was interfering with possible international recognition as a sovereign nation and began to distance themselves from this aspect of their society. During those initial years of the war most Northern soldiers were fighting for the preservation of the Union. Even President

Lincoln had promised that he would not interfere with slavery where it existed. As the war progressed, the North began to see the military advantages of freeing the slaves who were holding down the home front and growing the food for the Confederate soldiers. When President Lincoln issued the Emancipation Proclamation the war took on different meaning for many Northern soldiers. Some saw their mission as a Holy war to "make men free," and others resigned vowing they would not fight and die for the Negro. The North also began recruiting African-American regiments who proved their valor in battles such as Fort Wagner, S.C. and Nashville, TN. By the end of the war, the South was forming African-American regiments and offering emancipation to those who would fight for the Confederacy.

Certainly there were other very important issues in the South's fight for its independence, but to the vast majority of the 4,000,000 slaves in the South and most of the free blacks, both North and South, the war would decide their future.

Songs: *Kingdom Coming; Marching Song of the 1st Arkansas Colored Regiment*

Battle: As soldiers died, were captured, or languished in prison, and as families were notified that their father, brother, or husband would not ever be coming home, the war began to take on a different kind of meaning.

Songs: *Just Before The Battle Mother; Tramp, Tramp, Tramp; The Vacant Chair*

Love & Homesickness: At the Battle of Murfreesboro, also called Stones River (Dec. 31, 1862-Jan. 2, 1863), the opposing armies were camped on opposite sides of the river awaiting daylight and what was sure to be a bloody battle. The bands of both armies played and engaged in a sort of duel: a Northern band would play "Yankee Doodle," a Southern band would answer with "Bonnie Blue Flag"; a Northern band would counter with "Battle Hymn of the Republic, and a Southern band would play "Dixie." No one knows which side began it, but a band started playing "Home Sweet Home" (often called "There's No Place Like Home"). Soon the bands on both sides of the river were playing the sad, homesick, melody. I can imagine how they must have felt during this Christmas season so far from home and loved ones. The next day the battle raged, and many soldiers who had shared the same sad, homesick feelings the night before killed each other and died.

Songs: *When This Cruel War Is Over; Weeping, Sad And Lonely; Lorena; Home Sweet Home*

Religion: Many soldiers entered the service with deep religious convictions. The summer and fall of 1864 saw a religious revival sweeping the country. Large numbers of soldiers who had not previously attended church were "saved," baptized, or otherwise immersed in religion.

Songs: *Rock of Ages; Christ, From Whom All Blessings Flow; Soldiers of Christ, Arise*

The End: The great conflict finally ended in the Spring of 1865. Soldiers were finally going home, and a torn nation began the long, laborious task of reuniting. In the South there were those who were ready to begin the process of reconstruction, those who wanted to forgive and move on, as well as those who continued to be red-hot secessionists and hated the Yankee occupation army. There were factions of Northerners who wanted the South severely punished, as well as those who wanted the healing to begin.

Songs: *When Johnny Comes Marching Home; Oh, I'm a Good Old Rebel*

Evaluation/Assessment:

Make a time line of the Civil War showing the various stages discussed in the lesson.
Choose one of the following and write at least three paragraphs in response:

- *Describe at least three ways in which music mirrored, or reflected the attitudes and/or experiences of the soldiers during the Civil War.
- *Compare and contrast life during the Civil War, as it is portrayed in songs of the era, with life now.

Extending the lesson:

1. Draw a cartoon based on one of the songs presented
2. Organize the class into small groups representing opposing views such as Union vs. Disunion or whether to allow African-Americans to serve in the military
3. Make hard tack--Hard tack is basically a cracker. It can be called flat bread and is similar to the unleavened bread that was the main food of the Jews wandering in the desert. Make each cracker approximately 2 to 2 and 1/4 inches square, and 3/16 inches thick. Thanks to re-enactor Jim Younger, 29th Tenn., CSA for the recipe!

Hard Tack

Mix plain (not self-rising) flour, salt, and water to taste and consistency
Roll it out and cut into squares
Punch rows of holes in squares
Bake in oven until brown

4. Pretend it is the night of 31 December 1862. You are camped with your army on one side of the Stones River near Murfreesboro, Tennessee. Tomorrow there will be a great battle. Many will die. You have just heard the battle of the bands, which ended with "Home Sweet Home." Write a letter to your mother or some other loved one at home.

Author's Evaluation: Students LOVED listening to music and discussing it in class! They say it's like not having school. Writing is like pulling teeth for many. They loved eating hard tack! As bland and dry as it is, they enjoyed the novelty!

This Week in the Civil War

Submitted by Doris Noland Parton, Sevier County, Tennessee

Objectives/Purposes: The purpose of this on-going learning activity is to have the Civil War to come "alive" for the students. Each week students will investigate and discuss events of the Civil War that occurred during the period. If time does not allow research each week, teachers can provide handouts and have discussions to catch up. For students to really imagine how horrible it would have been on the battlefield or in camp, poorly clothed and nourished, sick or wounded, utilize the various weather conditions in discussions.

Grade Level: Fifth-Twelfth Grade. High school students could do more research and be more involved in the lessons, but it could be very meaningful at any grade level. In fact, students in grades five and six could form lasting impressions of how painful a wound the Civil War inflicted on this nation, and that could set the stage for future willingness to learn history.

Group Size: This would be effective in a group of any size. More in-depth discussion could take place in smaller groups, but in large groups more lectures, handouts, overhead presentations, etc. could be used, and classes could be broken into smaller groups for discussions and projects.

Lesson Time: This can vary depending on the object of the lesson. If the class is U.S. History, and the unit is the Civil War, the lesson could cover the whole class slotted time. If a teacher is teaching another era of U.S. History, the lesson could be a short segment at the start of one class each week. In this manner, the Civil War could be taught to some degree all year in mini-lessons.

Background Information: The teacher assess the needs of his/her particular class, learns the community's history in relation to the Civil War, and plans the delivery of the lessons in a manner that is most effective.

Materials: Teachers or schools would purchase one or more copies of *The Civil War Book of Lists* by Rienzi. The book can be purchased from rienzi99@civilweek.com. Many resources are available on http://www.civilweek.com/ including books, found at the "Bookstore" link, about Chickamauga and Knoxville. Civil War calendars for 1861, 1862, 1863, 1864, and 1865 are also available through links. Many battle maps, including some animated GIF maps that flip back and forth, can be viewed at the link entitled "The Map Room." There is a running marquee that gives the information for each day and week in the Civil War. The book would be needed to allow for the best possible development of this lesson plan in order to avoid reliance on websites.

Strategies/Procedures: Once a week, preferably the first day of the school week, begin class with a 15-minute presentation and discussion of "This Week in the Civil War." The topic can end there, have homework assignments, or be expanded to fill the entire class period. Another avenue would be to teach "This Week in the Civil War" with a whole language approach, carrying the topics into projects that utilize the language arts, math, science, and the creative arts.

Evaluation/Assessment: Teacher observation will be used. Projects that grow from "This Week in the Civil War" can be assessed in the following ways: self-assessments by students, peer assessments, and teacher assessment. Tests or quizzes can be given if a teacher wants.

Author's Evaluation: This weekly activity is in its infancy in my classroom. I have a new class computer that is not dependable. Should it ever work properly, I have a large screen television that will project the computer screen. This is an activity that could grow into a legend in one's school! My students love it. It's all they want to study!

Don't You Know Me, I'm Your Native Son-*Arlo Guthrie*
Submitted by Pat Swartz, Washington County, TN

Objectives/Purpose: Students will research and document their family history and family stories. Students will compare their families' timelines to historical events in American History. Students will analyze and synthesize information they collect.

Grade Level: Eighth Grade

Group Size: Group of 20. Any size group should be considered.

Lesson Time: To begin, set aside one hour of class time. Then use spare class time as needed.

Background Information: This project is a way to make U.S. History mean more than just a collection of dates and battles to the students. Involving their families in the story of our country seems to be a good match.

Materials:

1. Photocopier
2. Science type storyboards (cardboard can also be used)
3. Genealogy forms for recording information
4. A form for students to document searches
5. Folders with pockets and three-ring binders to prevent loss and to help organize the forms

Strategies/Procedures: Explain the search through family history. Instruct students to research each relative they can document and to record as many family stories as possible. In the process, have students take special note of any ancestors who served in the military.

Give students genealogy forms for their notebooks and explain how to record information properly. Also give students a list of local research sites (libraries, court houses, etc.) and a list of Internet sites to aide them in their quest.

Contact parents and ask which four lines of the family their children should search (sometimes students are adopted, in foster care or in step families). Starting with death dates, teach students how to work backward.

As an extension of their presentation to parents, students should document all available information on the local community members who served in the military. Conduct a roll call honoring ceremony the same evening they present their storyboards. Include the band and choir along with the high school honor guard.

Have students compare their ancestors' timelines to historical events that happened during each person's lifetime. This could be included on the storyboards or put in a separate report. During early spring, allow time for students to create and design storyboards to display the pictures and information they have gathered.

Enlist the help of local people who do genealogy as a hobby to help generate interest and help keep students focused—especially those students who are "stuck" and who don't feel able to continue. Outside speakers can sometimes give a different prospective or suggest another place to look. For example, Mr. Robert Nave, a member of Watauga Area Genealogists, contributed a list of all the local places containing material to research. Ms. Sheila Steele Hunt, a professional genealogist, gave permission to reprint her list of Internet sites. Judge John Kiener, who authors a genealogy column in our local paper, spoke to the students about his personal

search. Staff and volunteers of the East Tennessee Historical Society conducted an instructional session and question/answer workshop.

Evaluation/Assessment: Students should document at least 5 searches for 100 points. The storyboard is a separate grade. Points are given for personal and family forms, their generation chart, title, summary, and overall presentation.

Author's Evaluation: During the project, my students paid much more attention to the "what and when" of the material in their textbooks. I have to conclude that research and documentation of their own families made the textbook much more relevant.

The Raging War Within East Tennessee

Submitted by Pam Thomas, Polk County, Tennessee

Objectives/Purpose: Students will be aware of the sectionalism within the state of Tennessee, and in the country as a whole. Students will understand how propaganda played a role in Tennessee, and how it related to the way local people viewed the Civil War. Students will become familiar with the history of Polk County and the local surrounding counties during the Civil War time period by doing research. Students will research their genealogy to find out about their families' role in the Civil War. Students will create a newspaper documenting a factual event from the local area as well as fictional events incorporating the different uses of propaganda.

Grade level: Eighth Grade

Group Size: 25-30 Students

Lesson Time: Two to three 45-minute class periods.

Background Information: Sectionalism grew out of the diversity of the three states of Tennessee, including the varied geography in relation to the need for slavery in each region. The lack of accessibility, poor soil, and small farms created a different level of necessity for slaves in East Tennessee compared to other regions of the state where plantations were numerous. After the attack on Fort Sumter and President Lincoln's call for volunteers, most of Tennessee saw a need for the South to unite, except for East Tennessee. Governor Isham Harris called for a referendum. Tennessee voted to leave the Union, but the level of support varied greatly between each region of the state. After the secession of Tennessee many in East Tennessee chose to give their loyalty to the Confederacy, while many Union sympathizers secretly and openly supported the North. Propaganda played a key role in the war, and helped to recruit men to volunteer their services for both the South and North.

Materials:

Books: All are available through the East Tennessee Historical Society museum store.

Dykeman, Wilma. *Tennessee: A History.* (Wakestone Books, Newport, Tennessee, 1993).

McClary, Ben Harris. *Fun Fact and Philosophy: The Diary of John Coffee Williamson 1858-1861.* (Tennessee Valley Publishing, Knoxville, Tennessee, 1996).

Snell, William, R. *Myra Inman: A Diary of the Civil War in East Tennessee.* (Mercer University Press, Macon, Georgia, 2000).

Sutherland, Daniel, E. *A Very Violent Rebel: The Civil War Diary of Ellen Renshaw House.* (The University of Tennessee Press, Knoxville, Tennessee, 1996).

Weeks, Terry & Bob Womack. *Tennessee: The History of an American State.* (Clairmont Press, Montgomery, Alabama, 1996).

Williams, A. J. *Confederate History of Polk County.* (Polk County Publishing, Benton, Tennessee, reprinted 1995).

Videos:

The Blue and the Gray, a late 1970s mini series with a clip showing young men signing up to volunteer their service to join the Union cause.

Gone With the Wind, the 1939 MGM film with a clip showing the rush of ecstatic Southern men to enlist as the barbecue scene is interrupted.

Other Resources: Internet, books, census materials, maps:
Proportion of Slaves in Population, by County, 1860 (Tennessee)—available through the ETHS
Tennessee - Divided Loyalties How Each County Voted for Secession, June 1861—available through the ETHS
Newspaper template provided in Microsoft Works
Scanner.

Strategies/Procedures: In class and at home, try to find Civil War relatives by working on genealogy. Use the Internet and reference books to find out Confederate and Union information on relatives. View video clips, and have a class discussion on sectionalism. Discuss how communication today (television, internet, radio, newspapers, fax machines, satellites) helps unite our country and promote nationalism and provides immediate worldwide information. Ask students discussion questions. If such information had been available in the mid-1800s, would Tennessee have left the Union? Would the Civil War have taken place? What would have been different?

Read excerpts from books listed above to give students background information on the feelings of people in the local area and the propaganda that was circulating at the time. Look at the map, available through the East Tennessee Historical Society, of how each county voted for secession in Tennessee and discuss how geography played a role in Tennessee. Discuss how Governor Harris used his political influence to bring Tennessee into the Confederacy.

Evaluation/Assessment: Students will be divided into groups and will write and edit newspaper articles on the local area, Tennessee, and the Confederacy and Union. Articles are to be based on factual events, letters from the viewpoint of a Confederate or Union solider consigned or volunteered to fight for their country, as well as local people left behind to deal with daily life. Students will find pictures of actual events and people and draw pictures to illustrate their newspaper articles. Students will be responsible for making connections with East Tennessee and the torn nation as a whole.

Students will compare historic events and show how propaganda influenced people. Students will write diary entries, factual and/or fictional, of family members who lived at that time. Photographs of family members that can be obtained will be used on the class bulletin board entitled "Finding Our Civil War Past." Students could also write and present a drama for the class; create slogans and posters to try to recruit soldiers; design political cartoons; and write poems or memorials to soldiers.

Living History and the Civil War

Submitted by Pam Thomas, Polk County, Tennessee

Objectives/Purpose: Students will choose a Civil War figure to research and prepare an oral report. Students will create a folder about their chosen character including: a table of contents, a timeline of the character's life including major Civil War events, a photo or drawing of the character, notes of character's life, and a bibliography. Each student will present his/her oral report to the class while dressed in a costume representing the character.

Grade level: Eighth Grade

Group Size: 25-30 students

Lesson Time: 3-4 weeks (not working on it everyday in class)

Materials:

1. Books
2. Magazine articles
3. Videos
4. Internet
5. Textbooks
6. Encyclopedia

Strategies/Procedures: Send home a note, which must be signed and returned to school, with the project description to inform the parents. Students may begin this project before the unit on the Civil War is started in the classroom. Give a list of characters from which the students can choose a person. Students may choose someone from national or local history during this time period. Students will have a classroom lesson on timelines before the project is started. Let students work on their family genealogy, specifically looking for a Civil War relative, before starting this project. Give students time in class to do research. Have students design the costumes at home. Students will prepare a folder and report, which they will present to classmates.

Evaluation/Assessment: Students will be evaluated in three different areas. Students will receive a grade on their folder, oral presentation, and costume.

Author's Evaluation: This project seems to take longer for some students to prepare for than others. Most students really enjoy the costume aspect of this project. Students who chose to present a local/family member were given flexibility to use some fictionalizing of daily life.

Living History and the Civil War

Student name _____

Character _____

Each student must complete these items:

- Read one biography of your chosen character or read required number of newspaper articles and magazine articles about your chosen character. Encyclopedia articles will also fulfill the research requirement for this project. Internet sites may be used to gather information.
- Make an illustrated folder for all research notes, the bibliography, and any other materials collected for this project.
- Make a presentation outline, to be checked in class.
- Try to locate a picture of your character to place on classroom bulletin board.
- Make a timeline of important events in your characters life.
- Pretend you are the character and wear a hat or entire outfit that your character would have worn as you tell the class about him or her.

Students receive a grade (3) on their folder, oral presentation, and on costume.

Project due date: _____

Parent signature: _____

Living History in the Civil War
Oral Report and Folder Guidelines

Research magazines, encyclopedias, biographies, newspapers, and any other resource books to find information about your character. The following guidelines may help you prepare your paraphrased **oral presentation**:

*Character must be from the Civil War time period
*Important dates in character's life (try to avoid giving dates--tell more like a story)
*People important to character
*Places character lived
*Contributions of character
*Advantages in the character's life
*Personality traits of character
*Physical description of character
*How character changed history
*You may only want to choose a specific time period to cover.
Ex. presidency of Abe Lincoln instead of whole life.
*Have lower grade teachers sign up for interview with characters.

** You must be able to role-play your character to the class. You might want to give your oral report to family or friends to try to achieve believability.

Speaker:

1. Stand up straight and in one place.
2. Speak clearly and loudly enough to be heard in the back of the room.
3. Keep eye contact with audience.
4. Speak slowly enough to be understood, but fast enough to be interesting.
5. Study your report until you know it. Avoid reading your report to the audience. (You may refer to notes from time to time.)
6. Be able to pronounce words.
7. Give report of appropriate length.
   A-3 minutes
   B-2 minutes
   C-1 minute
   D-Partly read or too short
   F-Read report regardless of length

**If report lasts over 5 minutes your grade will be lowered, due to length of time allotted to video each student.

***Folder includes:**
Timeline
Bibliography
Outline
Notes

Living History in the Civil War
Suggestions for Characters

Timothy O' Sullivan
Matthew Brady
William T. Sherman
Fredrick Douglas
Robert E. Lee
General Albert Sidney Johnson
Braxton Bragg
Simon Boliva Buckner
James Longstreet
William Rosecrans
Admiral David G. Farragut
Thomas "Stonewall" Jackson
George B. McClellan
General John Pope
Ambrose Burnside
Joseph Hooker
George Meade
Varina Howell Davis
Nathan Bedford Forrest
George Pickett
Edward Everett
Jefferson Davis
Hannibal Hamlin
Andrew Johnson
Abraham Lincoln
John Wilkes Booth
Henry Wirtz
Ulysses Grant
Dredd Scott
John Brown
Eli Whitney
Mary Todd Lincoln
Mary Custis (Carter) Lee
Harriett Tubman
Emma Edmonds
Clara Harris/HenryRathbone /William Quantrill
Belle Boyd
Myra Inman
Sarah & Angeline Grimke
Jennie Hodges aka Albert D.J. Cashier
Mary Scaberry aka Charles Freeman
Kady Brownell
Allen Pinkerton
John Rawlins
Mary Surratt
Alexander Hamilton Stephens
Stephen Douglas
Clara Barton
Isham Harris
General PierreToutant Beauregard
James Ewell Brown "Jeb" Stuart
Harriett Beecher Stowe
William Lloyd Garrison
William G. "Parson" Brownlow
Ellen Renshaw House

Suggested Reading List on the Civil War in Tennessee

Beard, William A. III. *Blue Springs: A History of the Desperate Battles at Blue Springs for the Control of Upper East Tennessee During the Civil War.* Mosheim, TN: Strawberry Plains Press, 1997.

Bergeron, Paul H., Stephen V. Ash and Jeanette Keith. *Tennesseans and Their History.* Knoxville: University of Tennessee Press, 1999.

Connelly, Thomas L. *Civil War Tennessee: Battles and Leaders.* Knoxville: University of Tennessee Press, 1979.

Fisher, Noel C. *War at Every Door: Partisan Politics and Guerilla Violence in East Tennessee, 1860-1869.* Chapel Hill: University of North Carolina Press, 1997.

Groce, W. Todd. *Mountain Rebels: East Tennessee Confederates and the Civil War, 1860-1870.* Knoxville: University of Tennessee Press, 2000.

Hughes, Buckner and Nathaniel C., Jr. *Quiet Places: The Burial Sites of Civil War Generals in Tennessee.* Knoxville: East Tennessee Historical Society, 1992.

Judd, Cameron. *The Bridge Burners: A True Adventure of East Tennessee's Underground Civil War.* Johnson City: Overmountain Press, 1996.

Seymour, Digby Gordon. *Divided Loyalties: Fort Sanders and the Civil War in East Tennessee, 3rd ed.* Knoxville: East Tennessee Historical Society, 2002.

Snell, William R., ed. *Myra Inman: A Diary of the Civil War in East Tennessee.* Macon, GA: Mercer University Press, 2000.

Sutherland, Daniel E., ed. *A Very Violent Rebel: The Diary of Ellen Renshaw House.* Knoxville: University of Tennessee Press, 1996.

Tennesseans in the Civil War: A Military History of Confederate and Union Units with Available Rosters of Personnel, in two parts. Knoxville: University of Tennessee Press, 1981.

West, Carroll Van, ed. *Encyclopedia of Tennessee History and Culture.* Nashville: Rutledge Hill Press, 1998.

Schweitzer, George K. *Civil War Genealogy.*

(All books are available through the East Tennessee Historical Society museum shop:
P.O. Box 1629, Knoxville, TN 37901-1629
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